

<b>Program</b>	BS Media & Development Communication	<b>Course Code</b>	<b>MDC 362</b>	<b>Credit Hours</b>	3
<b>Course Title</b>	<b>COMMUNICATION RESEARCH METHOD-II</b>				
<b>Course Introduction</b>					
This course provides advanced training in research methodologies, focusing on both quantitative and qualitative approaches. It covers research design, data collection, data analysis, and the ethical considerations involved in conducting research in the field of media and development communication.					
<b>Learning Outcomes</b>					
By the end of this course, students will be able to:					
<ol style="list-style-type: none"> <li>1. Design and implement rigorous research projects using advanced quantitative and qualitative methods.</li> <li>2. Analyze and interpret complex data sets to draw meaningful conclusions.</li> <li>3. Address ethical issues and ensure the integrity and validity of research findings.</li> </ol>					
<b>Course Content</b>				<b>Assignments/Readings</b>	
<b>Week 1-2</b>	1 The Role of Research Evidence in Development Communication	2 Research Questions and Sources of Evidence			
<b>Week 3</b>	3 Quantitative Methods Design				
<b>Week 4</b>	4 Qualitative Methods Design				
<b>Week 5</b>	5 Mixed Methods Design				
<b>Week 6</b>	6 Research Ethics and Sampling				
<b>Week 7-9</b>	7 Measurement and Analysis	8 Research Design Validity	9 Techniques of Data Analysis		
<b>Week 10-13</b>	10 Descriptive Statistics	11 Non-Parametric Tests	12 Parametric Tests	13 Data Analysis and Application Statistics	
<b>Week 14-16</b>	14 Proposal Writing	15 Report Writing	16 Referencing		
<b>Textbooks and Reading Material</b>					
<ol style="list-style-type: none"> <li>1 Neuman, L. W. (2007). <i>Social research methods, 6/E</i>. Pearson Education India.</li> <li>2 Sarantakos, S. (2012). <i>Social research</i>. Macmillan International Higher Education.</li> <li>3 Olsen, W. (2004). Triangulation in social research: qualitative and quantitative methods can really be mixed. <i>Developments in sociology, 20</i>, 103-118.</li> <li>4 Payne, G., &amp; Payne, J. (2004). <i>Key concepts in social research</i>. Sage.</li> <li>5 Bernard, H. R., &amp; Bernard, H. R. (2013). <i>Social research methods: Qualitative and quantitative approaches</i>. Sage.</li> <li>6 Hansen, A., Cottle, S., Negrine, R., &amp; Newbold, C. (1998). <i>Mass communication research methods</i>. NYU Press.</li> <li>7 Baxter, L. A., &amp; Babbie, E. R. (2003). <i>The basics of communication research</i>. Cengage Learning.</li> <li>8 Puppis, M., &amp; Just, N. (Eds.). (2012). <i>Trends in communication policy research: New theories, methods and subjects</i>. Intellect Books.</li> </ol>					

### Teaching Learning Strategies

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions
6. Field Visits and Guest Speakers

### Assignments: Types and Number with Calendar

Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.